



## Jennie Moore Elementary

1256 Hamlin Road

Mt. Pleasant, SC 29466

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	647 Students	
<b>Principal</b>	Karen Felder	843-849-2815
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

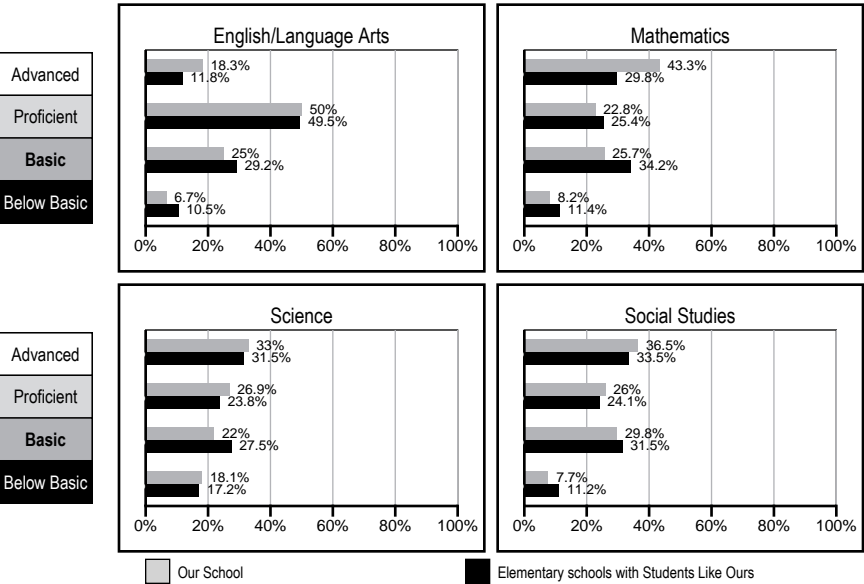
92.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	23	5	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=647)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 3.0%	1.5%	2.3%
Attendance rate	96.4%	Up from 95.8%	96.8%	96.3%
Eligible for gifted and talented	24.1%	Down from 34.5%	23.4%	10.4%
With disabilities other than speech	4.0%	Up from 2.7%	5.5%	7.5%
Older than usual for grade	1.4%	Up from 0.0%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	78.3%	Up from 74.4%	63.2%	56.7%
Continuing contract teachers	87.0%	Up from 83.7%	79.2%	77.3%
Teachers with emergency or provisional certificates	4.5%	Up from 2.5%	0.0%	0.0%
Teachers returning from previous year	88.8%	No Change	88.2%	86.4%
Teacher attendance rate	94.6%	Up from 94.5%	94.8%	94.9%
Average teacher salary	\$48,242	Up 5.6%	\$47,768	\$45,345
Professional development days/teacher	12.3 days	Down from 15.2 days	11.1 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.4 to 1	20.0 to 1	18.5 to 1
Prime instructional time	90.5%	Up from 89.7%	90.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,491	Up 1.8%	\$6,504	\$7,052
Percent of expenditures for instruction*	75.2%	Up from 72.7%	70.5%	69.1%
Percent of expenditures for teacher salaries*	58.3%	Down from 70.7%	65.3%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Jennie Moore Elementary is an arts-infused magnet school that serves the East Cooper District. Our mission is to actively engage students to become creative, life-long learners. Our comprehensive fine arts program is integrated across a strong, challenging academic curriculum. All Jennie Moore students have the opportunity to learn and to develop their creative skills through Art, Music, PE, Drama, Spanish, and Technology. The instruction at Jennie Moore Elementary is based on the South Carolina State Standards. The administration, faculty, and staff are committed to continuing our tradition of providing a strong foundation in the basic academic skills for all students. There is a continual emphasis on the use of a coherent curriculum, a broad, inclusive learning experience, and meeting the needs of our diverse student population.

This past year, Jennie Moore Elementary achieved an absolute rating of Excellent, an improvement rating of Good, and met all 17 adequate yearly progress standards. As a result, Jennie Moore Elementary was named a Palmetto Gold Award School by the South Carolina State Department of Education. We were also honored to receive a National Blue Ribbon School Award from the South Carolina State Department of Education; only 5 South Carolina schools were recognized with this award. Jennie Moore Elementary was selected because of our demonstrated gains in student achievement and academic superiority. Additionally, Jennie Moore was recognized with an award from the state's Education Oversight Committee for closing the achievement gap among our students.

Strong parental involvement and active community support have contributed to our successes. We are fortunate to have more than 300 parents, volunteers, and community members participate in our school's activities. It is through the collaborative efforts of the teachers, staff, administration, parents, and community that we are able to create a positive, nurturing learning environment that fosters high expectations for all of our students.

As we celebrate our many accomplishments and achievements at Jennie Moore Elementary this past year, we are confident that we will continue to fulfill our mission and make excellent progress in the years to come.

Karen Felder, Principal  
Kathryn Feinberg, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	77	47
Percent satisfied with learning environment	100.0%	92.2%	95.7%
Percent satisfied with social and physical environment	100.0%	89.5%	88.9%
Percent satisfied with school-home relations	100.0%	93.5%	97.8%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	285	100	6.7	25	50	18.3	77.6	53.5	48.2	Yes	Yes
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### Gender

Male	150	100	8	25.5	48.2	18.2	76.6	47.3	41.7	N/A	N/A
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Female	135	100	5.3	24.4	51.9	18.3	78.6	59.9	55	N/A	N/A
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### Racial/Ethnic Group

White	184	100	3	15.4	56.2	25.4	88.2	77.6	60	Yes	Yes
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African American	89	100	14.9	43.7	36.8	4.6	57.5	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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### Disability Status

Disabled	26	100	33.3	37.5	16.7	12.5	37.5	20.4	16	I/S	I/S
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### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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### English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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### Socio-Economic Status

Subsided meals	77	100	18.6	41.4	35.7	4.3	51.4	33	34	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	285	100	8.2	25.7	22.8	43.3	75	49.7	45.8	Yes	Yes
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### Gender

Male	150	100	4.4	24.1	25.5	46	79.6	49.5	45.6	N/A	N/A
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Female	135	100	12.2	27.5	19.8	40.5	70.2	49.9	45.9	N/A	N/A
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### Racial/Ethnic Group

White	184	100	3	17.8	23.7	55.6	87	75.6	59	Yes	Yes
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African American	89	100	19.5	41.4	23	16.1	51.7	26.2	26.9	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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### Disability Status

Disabled	26	100	33.3	37.5	8.3	20.8	33.3	20.2	17.1	I/S	I/S
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### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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### English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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### Socio-Economic Status

Subsided meals	77	100	24.3	41.4	22.9	11.4	44.3	28.3	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	193	100	18.1	22	26.9	33	59.9	39.2	35.7	96.4	96
Gender											
Male	101	100	16.1	16.1	33.3	34.4	67.7	40.8	37.4	96.6	95.8
Female	92	100	20.2	28.1	20.2	31.5	51.7	37.6	33.8	96.2	96.1
Racial/Ethnic Group											
White	123	100	7.1	15.9	28.3	48.7	77	66.4	49.2	96	96.1
African American	62	100	39.3	32.8	27.9	0	27.9	15.3	17	97.3	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.6	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	97.2	95.7
Disability Status											
Disabled	18	100	58.8	5.9	17.6	17.6	35.3	16.6	14	96.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	95.8	96.3
Socio-Economic Status											
Subsided meals	54	100	46	30	22	2	24	17.1	21.1	96.7	95.5

Social Studies

All Students	192	99.5	7.2	30	26.1	36.7	62.8	40.2	34	96.4	96
Gender											
Male	101	99	5.5	24.2	25.3	45.1	70.3	42	36.6	96.6	95.8
Female	91	100	9	36	27	28.1	55.1	38.3	31.3	96.2	96.1
Racial/Ethnic Group											
White	120	100	1.8	22.5	29.7	45.9	75.7	63.3	44.5	96	96.1
African American	62	98.4	16.9	44.1	20.3	18.6	39	19.1	19.1	97.3	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.6	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.8	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	97.2	95.7
Disability Status											
Disabled	16	93.8	23.1	38.5	30.8	7.7	38.5	18.2	14.4	96.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.8	96.3
Socio-Economic Status											
Subsided meals	48	97.9	16.7	40.5	21.4	21.4	42.9	20.1	21	96.7	95.5

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	96	100	8.6	18.3	50.5	22.6	73.1
	4	80	100	5.1	31.6	55.7	7.6	63.3
	5	106	100	6.8	35.9	53.4	3.9	57.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	103	100	2.1	19.8	47.9	30.2	78.1
	4	100	100	9.5	24.2	53.7	12.6	66.3
	5	82	100	9.1	32.5	48.1	10.4	58.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	96	100	4.3	31.2	28	36.6	64.5
	4	80	100	8.9	27.8	15.2	48.1	63.3
	5	106	100	5.8	26.2	22.3	45.6	68
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	103	100	13.5	29.2	24	33.3	57.3
	4	100	100	6.3	26.3	18.9	48.4	67.4
	5	82	100	3.9	20.8	26	49.4	75.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	47	100	22.2	33.3	26.7	17.8	44.4
	4	80	100	27.8	40.5	12.7	19	31.6
	5	52	100	9.8	25.5	21.6	43.1	64.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	12.2	18.4	42.9	26.5	69.4
	4	100	100	20	22.1	23.2	34.7	57.9
	5	42	100	21.1	26.3	15.8	36.8	52.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	49	100	0	18.8	54.2	27.1	81.3
	4	80	100	10.1	30.4	32.9	26.6	59.5
	5	54	100	13.5	25	21.2	40.4	61.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	2.1	27.7	21.3	48.9	70.2
	4	100	99	9.6	33	29.8	27.7	57.4
	5	40	100	7.7	25.6	23.1	43.6	66.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample